**Writing Extension Ideas**

Pen Pals This is essentially a book discussion in letter form: Students reading the same book (ideally) write a letter to a friend summarizing what happened, why they liked it (or not), questions they had, and what connections they could make from the text to their lives. The letter is delivered and their pen pal writes back, responding and adding on.

Journaling Students free form write about any number of things: what will happen next, what they would change about the story or any other journaling prompts or comprehension questions, like alternate endings, how they would handle a problem, or a book review.

Create Crossword Students create a crossword with clues that relate to the book they’re reading. How many words can they get to intersect?

Cooperative Stories Students sit around a table and start writing a continuation or different ending of the story they just heard. After a couple minutes of writing they pass their story on for the next person to add on to and get someone else’s story to continue. This continues until the story is wrapped up. Sharing out is great, since everyone contributed.

Diamante Poem Line 1: Name of Character

(diamond shaped) Line 2: Two words to describe character in beginning

Line 3: Three “ing” words to describe character

Line 4: Two words to describe character at the end

Line 5: One word to describe character overall

Sensory writing: Students write a story that incorporates all the senses into it; this is great work for improving descriptive language skills. Encourage them to ‘show, not tell’. That means instead of saying, “The cookies smelled great” they might say “The smell coming from the kitchen was sugary and warm, as I walked closer it got more intense and irresistible.”

Travel brochure Students write a brochure for the place the book takes place and the attractions.

**VOCABULARY ACTIVITIES**

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| **Activity** | **Explanation** |
| Heads Up | Either purchase the APP or write vocabulary words on cards and one student holds the word above their head while the other gives them clues to guess it. |
| Graphic Organizer | Picture it – a box with squares and vocabulary words, students draw a picture to illustrate it. Older students can use the word web. |
| Musical Words | With music on, students dance around a defined area, when music stop the teacher says “Turn to the person next to you and tell them what \_\_\_\_\_\_\_\_\_ means.” Start the music and do it again. |
| Match Up | One group given words or pictures, the other the definitions, they must try to find a match up in a certain amount of time. |
| Charades | Given a vocabulary word, a student must act it out until someone guess it. |
| Line it Up | Students are given or write vocabulary words on blank cards. Game leader instructs students to “Put the word that means \_\_\_\_\_\_ first.” Keep going for the second, third, etc. When all words are lined up, read off the word and the correct order as students check the line. |
| Jeopardy | Player or teams are given a definition then must answer 1st using the correct word. Keep score. |
| Balderdash | A pile of word cards with definitions is in a center stack. Teams get a word and create a fake definition to go with it. Both definitions are read and the other team has to decide which definition is real. |
| Write a Story | Given a list of the vocabulary words, students write a story that incorporates all the words. |

Comprehension Ideas

Setting Map Teacher reads a descriptive passage while students close eyes to visualize it. Then each student draws their visualization of the setting.

Character Pose Each group given a character and a specific event. They create a pose that represents that character in that particular time/place.

Character Map Similar to the setting map, students draw a picture of the character of their choosing and draw a web or bubble map around the character with descriptive words for that character.

SWBS Chart Have students help you create a SWBS chart:

Somebody \_\_\_\_\_\_\_ ?

Wanted \_\_\_\_\_\_\_\_\_\_ ?

But \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

So \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?

Think-Pair-Share Give students a meaty question at the beginning, middle or end of the book. Have them think of their answer and then briefly share it with a partner. Call on a few groups to share their answers, focusing and drawing out different perspectives and the reasoning behind them. Questions like these work well:

* What do you think will happen next? Why?
* How would you feel if \_\_\_\_\_ happened to you?
* This reminds me of …
* Why do you think he/she did \_\_\_\_\_?
* What does this make you wonder about?